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ABSTRACT

This collection of materials, a summary of a workshop, is in four parts. The first part lists participants in the workshop and their addresses. The second part presents a recorder's summary of statements made by six participants in a panel presentation on "What Is the Domain Beyond?" The third section gives brief accounts of three interactive presentations which took place at the workshop: on exploring personal river archetypes through writing (given by Susan Becker); the interaction between dance and writing (given by Susan Engman); and on meditation and writing (given by Don Gallehr). The fourth section presents a summary of a panel presentation entitled "Research beyond the Cognitive Domain." (SR)

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BEYOND THE COGNITIVE DOMAIN: FRONTIERS
IN THE TEACHING AND LEARNING OF WRITING

CCCC PRECONVENTION WORKSHOP

San Diego, California
March 31, 1993

Alice Brand and Dick Graves, Co-Chairs

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PARTICIPANTS IN THE WORKSHOP

This list was compiled at the end of the session and may not include those who could not remain for the full day.

Amber Ahlstrom
Metropolitan State College
Denver, Colorado

1708A Halibut Point Road
Sitka, AK 99835
907/747-7589

"I am interested in practical ways to validate cognition and emotion, analytical reasoning and spirituality, personal and professional spheres."

Chuck Anderson
Department of English
Univ. of Arkansas at Little Rock
2801 S. University
Little Rock, AR 72204
501/569-3473

5428 Wren Road
Little Rock, AR 72204
501/565-9343

"Define the universe and give two examples."

Larry Anderson
Department of English
Louisiana State Univ.-Shreveport
One University Place
Shreveport, LA 71115
318/797-5369

5750 Anniston Ave.
Shreveport, LA 71105
318/865-1104

"The phenomenon of incubation, its existence, its mechanism, its role in writing, and the possibility of helping students, paradoxically, 'use' incubation."

George Bailey
Columbia College-Chicago
623 S. Wabash
Chicago, IL 60605
312/663-1600 ext 251

724 S. Clarence
Oak Park, IL 60304
708/524-4577

"I'm interested in collecting and using impressionistic and quantitative ways of knowing generated by non-traditional people. What are some of the ways of knowing generated by people developing newly emerging canons."

Susan Becker
Illinois Central College
1 College Drive
E. Peoria, IL 61635
309/694-5358

9208 Timber Lane
Peoria, IL 61615
309/692-2903

"Use of silence. Exploring archetypes."

Susan Blau
Boston University
640 Commerce Avenue
Boston, MA 02215
617/353-3150

557 Mass Avenue
Acton, MA 01720
508/263-1690

"Archetypes—stories - use of voice/personal writing"

Sandra Burkett
Mississippi State University
P. O. Box 3312
Mississippi State U., MS 39762
601/325-7777

P. O. Box 3312
Miss. State U., MS 39762
601/323-6135

"Beyond school, too - e.g. uses of writing as spiritual tool in church."

Betsy Burris
School of Education
Stanford University
Stanford, CA 95062

1647 W. Selby Lane
Redwood City, CA 94061
415/365-4165

"I'm interested in what it is, how it feels, how to talk about it without reducing it or transforming it into something cognitive (Does this exclude language then?). I'm interested in promoting extra-rational modes of knowing in teachers and students and in valuing those modes. I'm interested in the problems of conducting research on such modes of knowing while using the modes of knowing. I'm interested in how attention and emotion and intuition will explode or expand our current notions of intelligence and knowing, and hope to hasten the process that will cause such an explosion. In my own research, I'm looking at what teachers attend to when they respond to and evaluate student papers and what the nature of that attention is. Ultimately, I hope to get a peep at teachers' evaluative reading process."

Jolayne Call
Utah Valley Com. College
800W - 12005
Orem, UT 84058
801/222-8000, Ext 8055

876N - 1375W
Provo, UT 84604
801/377-3399

"Spiritual foundations of writing; Archetypal images; Writing as healing; Writing as holistic human activity that is interactive."

JoAnn Campbell
Indiana University
Department of English
1442 Ballantine
Bloomington, IN 47405
812/855-8224

563 Green Road
Bloomington, IN 47403
812/334-1121

"I'm interested in using meditation to tap into the spiritual aspects of writing as a way through writing block and anxiety."

Jo Ellen Coppersmith
Utah Valley Community
800W 1200S
Orem, UT 84058
801/222-8000 ext 8427

475 East 1960 South
Orem, UT 84058
801/222-0148

"Writing as healing; spiritual dimensions in writing; Intuition, felt sense, and feeling in the writing process."

Barb Craig
Del Mar College
Baldwin + Ayers Streets
Corpus Christi, TX 78404
512/886-1428

602 McClendon St.
Corpus Christi, TX 78404

"Super learning, brain research, meditation, emotion/affect (esp. students' self-confidence as it affects their writing)."

Mary Deming
Georgia State University
University Plaza
Atlanta, GA 30303
404/651-3360

590 Emory Oaks Way
Decatur, GA 30033
404/636-4432

"Stories; Response to literature; Research on the relationships between children of alcoholics and reading and writing."

Peter Elbow
University of Mass.-Amherst
Amherst, MA 01002

47 Pokeberry Ridge
Amherst, MA 01002
413/549-0024

"Voice, nonverbal and bodily knowledge, movement."

Chip Engelmann
Indiana University of Pennsylvania
110 Leoward Hall
Indiana, PA 15705

831 Oak St.
Indiana, PA 15701
412/349-6828

"Research beyond the cognitive domain; emotions in writing;
spiritual dimensions of writing."

Susan Engman
Monroe Community College
1000 E. Henrietta Rd.
Rochester, NY 14623
716/292-3381

101 Dierdre Drive
Rochester, NY 14617
716/467-0179

"Connecting the body and mind; untapping creativity; felt sense;
imagery."

Cathy Fitzpatrick
San Francisco State

218 Rutherford Ave.
Redwood City, CA 94061
415/367-6744

"I've been working with an instructor using Texts & Contexts, which focuses on teaching students to write using sources, and seems to want to prepare students for "academic writing." How do we combine the "logical" and other modes of knowing (meditation, silence....)?

Agnes Fleck
St. Scholastica College
1200 Kenwood Avenue
Duluth, MN 55811
218/723-6172

St. Scholastica Priory
Duluth, MN 55811
218/723-6555

"The whole person must be involved in learning. If my teaching is to be effective I must include the spirit of the student I teach as well as employ my own."

Kris Fleckenstein
Purdue University-Calumet
Department of English & Phil.
Hammond, IN 46323
219/989-2653

153 S. Circle Ave.
Bloomington, IL 60108
708/529-9703

"Imagery and affect in reading and writing activities."

Regina Foehr
Illinois State University
Department of English
Normal, IL 61761
309/438-7848

38 Sunset Road
Bloomington, IL 61701
309/829-1493

"I'm interested in new ways of viewing the writing process, the writing-reading process, archetypes, imagery and the affective domain."

Don Gallehr
George Mason University
Fairfax, VA 22030
703-993-3717

191 High Street
Warrenton, VA 22186
703/347-0016

"I'm interested in writing and meditation."

De Gallow
University of California
HTC 902
Irvine, CA 92717
714/838-0515

12237 Pevero Ave.
Tustin Ranch, CA 92680
714/856-6188

"Writing as healing; making the transition from personal/expressive writing to academic writing."

Christina Glendenning
University of Minnesota
425 Lind Hall
Minneapolis, MN 55455
612/625-5531

2321 Minneapolis Avenue
Minneapolis, MN 55406
612/729-3901

"Jungian/Hillerman Psychology; Native American ways of knowing; teaching writing to Native Americans; GED/Basic writing students."

Frances Jo Grossman
Georgia State Univesity
University Plaza
Atlanta, GA 30303
404/651-3354

1080 Mason Woods Drive
Atlanta, GA 30329
404/636-7263

"I am interested in affect, self-perception, and a sense of writing as healing. I have worked as a therapist and presently teach writing. I believe writing barriers on all levels are related to need for affective release."

Joyce A. Hancock
Jefferson Community College
109 E. Broadway
Louisville, KY 40202
502/584-0181

3315 Richard Ave.
Louisville, KY 40206
502/893-0777

n/a

Mona Houghton
Don Bosco Tech.
1511 San Gabriel Blvd
Rosemead, CA

8544 Walnut Drive
Los Angeles, CA 90046
213/650-5139

"I come to teaching comp from teaching creative writing. Obviously that is in the cognitive domain, but also beyond it. Most important perhaps is the way to get students to go beyond."

Pat C. Hoy II
Harvard University
Cambridge, MA 02138
617/495-4829

Mather House
Harvard University
617/493-7169

"I'm on record already: memory, images, archetypes."

Elaine Hughes
Nassau Community College
Department of English
Garden City, NY 11530
516-222-7190

Box 976 Cathedral Station
New York, NY 10025
212/316-4202

"Use of imaging, meditation, body awareness, memory recall, fantasy in freshman composition."

Dolores Johnson
Marshall University
400 Hal Green Blvd.
Huntington, WV 25701
304/696-6416

2323 10th Avenue
Huntington, WV 25703
304/522-7824

"Meditation; spirituality & writing; silence/reflection;
classroom applications beyond the cognitive; body & language;
visualization & writing."

Steven B. Katz
North Carolina State U.
Box 8105, English
Raleigh, NC 27695
919/515-4119

5100 Wichham Road
Raleigh, NC 27606
919/851-6542

"I am interested in the non-oriented, non-spatial dimension of
(the music of) language as a temporal form of affective knowledge
(back, stop, forthcoming). I've also begun research into the
relationship of mysticism and language, and the Kabbalah as a
suppressed theor. of rhetoric in western culture."

Zoe Keithley
Northeastern Illinois University
Chicago Teachers Center
770 N. Halsted
Chicago, IL 60672
312/733-7330

1243 W. Granville
Chicago, IL 60660
312/973-2572

"I'm interested in experiencing whatever other people know and
underlying principles and connections."

Patrick Keyes
Kirkwood Community College
Department of English
Cedar Rapids, IA 52401
319/398-4998 ext. 5839

328 Brown
Iowa City, IA 52245
319/339-4232

"I'm curious about how intuition plays into writing. Though
analysis is an important skill, I'm interested in other ways of
learning and putting together knowledge. I'm interested in using
silence and meditation in writing."

Bob Mayberry
University of Las Vegas
Department of English
Las Vegas, NV 89154

4218 Cottage Circle, #4
Las Vegas, NV 89119
702/737-8283

"I like to watch."

Mike Marler
BYU - Hawaii
Laie, HI 96762
808/293-3604

BYU - H Box 1763
Laie, HI 96762
808/293-1703

n/a

Jane Olmsted
University of Minnesota
306 Lind Hall
207 Church Street
Minneapolis, MN 55455
612/625-0780

11333 Xenia Avenue N
Champlin, MN 55326
612/427-7824

"Writing as healing; symbols; voice-metaphor and embodiment;
Native American feminist, African American, crossing cultural
boundaries, my own work."

Twila Yates Papay
Rollins College
Box 2655
Winter Park, FL 32789
407/646-2191

639-113 Laurel Oak Lane
Altamonte Springs, FL
407/831-7152

"Three basic areas: (a) using writing prompts, metaphors, drawing, sound, meditation strategies, & collaborative projects to help student reach around the cognitive and find the deeper, more profound truths they can (i.e., recovering what is lost; strategies to enable writers to do so). (b) Developing parallel materials for faculty to use across the curriculum to tie discipline learning to intuitive knowing. (c) Training working consultants to draw on expanded perspectives in working with clients."

Elaine M. Pilon
University of Minnesota
306 Lind Hall
207 Church St.
Minneapolis, MN 55455
612/625-0780

3733 Flag Avenue N.
New Hope, MN 55427
612/545-1897

"Silence; the ways solitude encourages/assists creativity;
Spirituality; Healing; Chaos."

Gabriele Rico
San Jose State University
Washington Square
San Jose, CA 95192
408/924-4448

22620 San Juan Rd
Capertino, CA 95014
408/253-3758

n/a

Hilary Siebert
Radford University
Department of English
Box 6935
Radford, VA 24142
703/831-5203

106 Arnold Ave.
Radford, VA 24141
703/731-4549

n/a

Emma L. Smith
Daley College
7600 S. Pulaski Road
Chicago, IL 60643
312/838-7618

1710 W. 106th Street
Chicago, IL 60643
312/233-0356

"I am interested in helping students feel more comfortable about
becoming involved in the writing process."

Helen Snively
Harvard University
Cambridge, MA 02138

1 Fayette Park
Cambridge, MA 07139
617/547-1326

"Doing research in the affective side of writing; the source of
writing blocks, etc.; and how we can help our students get
through the pain of facing their assignments."

Nat Teich
University of Oregon
Department of English
Eugene, OR 97403
503/346-3982

2350 Spring Blvd
Eugene, OR 97403
503/343-6038

"Rogerian communication; empathy."

Demetrice A. Worley
Department of English
Bradley University
Peoria, IL 61625
309/677-2482

RR 1, Box 66
Secor, IL 61771
309/744-2555

"Use of students' mental images in their writing and reading strategies."

PANEL PRESENTATION

What is the Domain Beyond?

1. Steve Katz

Wordsworth speaks of "spots of time", those incidents in life which he reflects back on for nourishment and repair. (Autobiography). I ask my students: "Write about your own 'spot of time'." Students respond by telling their stories. Their beliefs are largely shaped by seemingly insignificant things that happened.

"... read for my own spot of time, the locked corridors of my childhood."

2. Joyce Hancock:

We should promote an attitude of first being oneself in the classroom as a teacher. That's what we really draw from for our teaching. We should learn to be authentic, spontaneous, and live for the moment.

Students think there's nothing in them to write about. They are trained not to feel or think their own thoughts. We should wake them up from the spell.

How do you wake your students up? Help them reach their spot in time? By seeing how formative years of childhood have created our lives. How to move out of the fearful stance. How to bring experience from the outside to help students experience the spell and come out of it.

3. George Jensen:

We should start with the assumption that there is a larger whole which encompasses both feeling and cognition. To become embroiled in a conflict between the two is destructive and pointless. We need to continue pushing back the limits of what we know about our field.

Carl Jung's concept of the self is a useful construct for teaching and learning.

4. Gabriele Rico:

At a party someone asked Einstein to define an apparently simple concept. His response showed that concepts which may appear to be simple may be infinitely complex. The story illustrates that some human experience is beyond words. Some experiences cannot be defined.

5. Peter Elbow:

In some academic conference settings there is a feeling of fear because of a lack of support.

Fear holds us back a lot. The over-riding virtue is courage. How do we encourage our students to have courage?

Voice is a metaphor as well as physical energy. "The text is in the room, but the real language isn't in the room yet."

6. Kris Fleckenstein

There comes a point when we have to help our students to transform all the richness they've uncovered into language. In transforming these into language -- images, emotions, memories -- into a public text.

We should encourage them to maintain and support their authenticity while making it acceptable in a standard form.

Zoe Keithley,
Recorder

INTERACTIVE PRESENTATION

Let the River Run: Exploring Personal Archetypes Through Writing

Susan Becker
Illinois Central College
East Peoria, Illinois

In the interactive teaching demonstration Susan Becker led us through a number of discovery activities. First she passed around a collection of pictures of diverse rivers. Next she had us listen to music about or descriptive of rivers. Then quickly, she moved to poems about rivers. The message was clear: Rivers are an important part of our experience, our culture, our entertainment, and our literature. Having made this connection she then encouraged us to reflect on the rivers that were in us, the rivers we remembered. As the tape player played background music, we were to first cluster in order to collect our memories of rivers, along with the associated thoughts and feelings, and then to write down our responses.

A few minutes later, we were given the opportunity to share our responses. The variety of comments was rather stunning. One woman recalled a ferry boat ride with her son on the Mississippi three months before he died of an asthma attack. Reflecting the intense pleasure of that occasion brought her to tears. One respondent talked of toes in the muddy banks of her river, another of anger, yet another of ducks on her river and coping strategies. One referred to his uncle who had been like a grand river flowing through each of the lives of family members. Pat Hoy described his resistance to the whole exercise and then acknowledged he was pulled into it anyway by the lure of the river. He spoke of being force fed--led by the exercise against his will to thoughts of his father standing on the bank. Many of the comments, like Pat's, referred to family members. Susan pointed out also how often key words come up--currents, scary parts, depths and colors.

The sharing exercise took us to the end of our group session time allotment and to several final observations about the rivers within us and the impact of archetypal images to reach our emotional centers and tap into authentic responses which will often facilitate the use and expression of language. We were invited to search out other archetypes and to use them to put students in touch with their deeper selves and--because archetypes are shared--with others, especially our readers.

Mike Marler,
Recorder

Rivers

Elaine M. Pilon
University of Minnesota

The river inside of me is a deep, deep one. It is the source and the end and all that is in between. There are places that run up against sand bars, rocks, big boulders, clusters of them and places where there are piles of pebbles over which my heart and my soul, by body, trickle quickly and without disruption....other places where the rocks are so huge the river must split, must choose which side to run on. Once again, though, it returns to one, flowing back together. The depth of the river is always there; it runs beneath the sand bars, always there, always deep, the depth unknown.

I claim the depth of it as me, as my soul, as my spirit, as my essence, as my sexual being, as all of who I am....all of who I am that which I know and that which I don't know. It is my place of joy and grief, of orgasmic intensity and dying emptiness....the life in me that has no name, the eternal, the loving....all of me who can be named, cannot be named, can be written into being, spoken into life, heard, known.

Stones in Fast Water

Chuck Anderson
University of Arkansas-Little Rock

Stones in fast water fall,
cliff to pool,
roll, tumble, crush
over, around, into
each other,
wearing and smoothing,
one against one,
until they fit,
like eggs in the hand—
like words on the page.

INTERACTIVE PRESENTATION

Music, Movement and Dance: Interaction Connections between Dance and Writing

Susan Engman
Monroe Community College
Rochester, New York

Introduction

1. Elements of dance and writing are similar.
2. Infinity Walk.
3. Theta waves represent language. Theta-Alpha waves represent creativity. Experiencing all these simultaneously indicate a high quality of learning, as they are mutually re-enforcing.
4. It is desirable to stimulate sense and mind simultaneously to integrate movement into the classroom.

Activity

1. Pick a topic, such as death, frustration, suicide.
2. Find a poem to parallel the topic (e.g., Dylan Thomas, "Do Not Go Gentle," Lampton Hughes, "A Dream Deferred.")
3. Get into groups, read the poem, and divide the poem among members of the group.
4. Think about the images in your part of the poem. Choose an image and act out movement representing the image.
5. Find music appropriate to the topic. Lay out the rhythm and coordinate movement to the rhythm.
6. Write group poem on the topic. Start with a topic (e.g. frustration in life) and organize it into a poem. The group as a whole creates it, then reads it to the class. The rest of the class experiences the image evoked.

INTERACTIVE PRESENTATION

Clearing the Mind: Meditation and Writing

Don Gallehr
George Mason University
Fairfax, Virginia

Don briefly described the writing course in which he uses exercises based on secular meditation practices. The course has three parts: clearing the mind, observation, and revision. This session focused on the first part of the course—clearing the mind.

Everyone then wrote a "worry sheet," a mapping exercise in which we wrote the word "worries" in the middle of the page, circled it, then mapped our own personal concerns. This was a private writing which we did not share. Following the worry sheet, we did a "sitting with and letting go" exercise in which we sat with our backs straight as if suspended from a plumb line. We allowed our minds to clear, and when a thought arose, we recognized it as such and let it go. This exercise lasted about five minutes.

Don then described the first part of his course in greater detail, mentioning the Progoff stepping stones exercise in which his students develop a sense of their histories as writers and identify and let go of pivotal experiences in order to clear their memories. He then answered questions about his own experiences with meditation (20 years of on-again off-again practice), the problems students saw in using secular meditation (it creates a self which needs to be dissolved if the writer is to focus with a clear mind). Don also recounted examples of student writings developed with the aid of clear-mind exercises.

A bibliography of works about meditation was distributed, (see attached).

Donald R. Gallehr
George Mason University
Fairfax, VA 22030
703-993-3717

A Selective Bibliography on Meditation

- Anderson, Walt. Open Secrets: A Western Guide to Tibetan Buddhism. New York: The Viking Press, 1979.
- Beck, Charlotte Joko. Everyday Zen: Love and Work. New York: Harper and Row, 1989.
- Benson, Herbert, and Miriam Z. Klipper. The Relaxation Response. New York: Avon Books, 1976.
- Goldstein, Joseph. The Experience of Insight: A Simple and Direct Guide to Buddhist Meditation. Boston: Shambhala, 1983.
- Goldstein, Joseph, and Jack Kornfield. Seeking the Heart of Wisdom: The Path of Insight Meditation. Boston: Shambhala, 1987.
- Goleman, Daniel. The Meditative Mind. Los Angeles: Tarcher, 1988.
- Hanh, Thich Nhat. The Miracle of Mindfulness: A Manual on Meditation. Boston: Beacon Press, 1975.
- Harding, D.E. On Having No Head: Zen and the Re-Discovery of the Obvious. London: Arkana, 1986.
- Hoffman, Yoel, trans. The Sound of One Hand. New York: Basic Books, 1975.
- Kapleau, Philip. The Three Pillars of Zen. Garden City, New York: Anchor Books, 1965.
- _____. Zen: Dawn in the West. Garden City, New York: Anchor Books, 1980.
- Katagiri, Dainin. Returning to Silence. Boston: Shambhala, 1988.
- Maharaj, Nisargadatta. I Am That. Durham, North Carolina: The Acorn Press, 1982.
- Moffett, James. "Writing, Inner Speech, and Meditation." In Coming on Center, 171. Portsmouth, New Hampshire: Boynton/Cook, 1981.
- Roberts, Bernadette. The Experience of No-Self. Boulder: Shambhala, 1984.
- Sekida, Katsuki. Zen Training: Methods and Philosophy. New York: Weatherhill, 1975.
- Shibayama, Zenkei. Zen Comments on the Mumonkan. San Francisco: Harper and Row, 1974.
- Suzuki, D.T. An Introduction to Zen Buddhism. New York: Grove Press, 1964.
- _____. Zen Buddhism: Selected Writings of D.T. Suzuki. Edited by William Barrett. New York: Anchor Books, 1956.
- Suzuki, Shunryu. Zen Mind, Beginner's Mind. New York: Weatherhill, 1970.
- Trungpa, Chogyam. Meditation in Action. Berkeley: Shambhala, 1969.
- van de Westering, Janwillem. The Empty Mirror: Experiences in a Japanese Zen Monastery. New York: Washington Square Press, 1973.
- _____. A Glimpse of Nothingness: Experiences in an American Zen Community. New York: Washington Square Press, 1975.
- Watts, Alan. The Way of Liberation in Zen Buddhism. San Francisco: American Academy of Asian Studies, 1955.

PANEL PRESENTATION

Research Beyond the Cognitive Domain

Chuck Anderson, University of Arkansas-Little Rock

I get tired of the people telling me I shouldn't be doing what I am trying to do. "Where's your article?" they ask me.

Let's be cautious about what we say about research. The kind of research is not as important as what we have to say about that research.

Sondra Perl's dissertation illustrates an excellent use of empirical data (1976-77). Also 1980 article "Research on Composing" which used for first time the term "felt sense." Perl had a lot of scholarly research but turned it into something really useful.

What I'd love to see this group do is act courageously and use what we know and do in the classroom.

Sarah Warshauer Freedman, University of California-Berkeley

The kind of research methods we use depends on the kinds of questions we want to answer. Terms such as "Cognitive" can be slippery.

Beyond the Cognitive Workshop: What was missing today was how these concepts apply to issues beyond the personal issues, the outside world, socio-political issues.

Mike Rose began looking at writer's block cognitively and then went on to tell his own story.

Participants seem to be doing many exciting things in their classrooms. Everyone should be encouraged to publish what they're doing, especially in National Writing Project publication, NWP Quarterly.

Another important area is tensions and issues in multi-cultural settings; at risk students.

Kris Fleckenstein - Purdue University

Had article rejected by RTE. Several noted that many good manuscripts have been rejected by RTE.

Various methodologies can suggest questions we want to ask. By being familiar with methodologies we can discover new information.

We have a repeated problem in defining our terminology: emotions, attitudes, preferences. What do these actually mean?

We need also to evaluate: What stage of writing are we actually looking at? What's the function of imagery? (and other terms)? What kind of imagery, etc.?

A lot of these terms have been defined for us.

Steve Katz

We live in a culture whose paradigm is primarily scientific, Newtonian.

Affect is not really observable; it's an abstraction. We cannot describe the affective level in any concrete way. Whenever we attempt to measure what we're doing, we're trying to rationalize the process. We're putting it into another framework.

I would suggest that in an attempt to get at affective experience/learning that we use reader response model.

How can emotion be spatial? Is the notion of schema spatial?)

Comments from Participants

Alice: Schema can be modified. Definitions can be restructured.

Dick: Is this the process of asking and answering questions part of the cognitive? Would telling a story be more appropriate for the area we're working in?

Sarah W.: The stories we tell about our lives have our theories embedded in them. Searching for metaphors and images that hold the whole process together.

Chuck: It may be better to work not in a large group but in small study groups which go out and explore an idea and bring what they've found back to the group.

Writing and healing groups, for example. We could do all we could over the next year and bring it in and make it available to the whole group. Then we could splinter out as our interests change.

George Bailey: What you're attempting to do is wonderful but problematic for me. All of the assertions are coming from a privileged culture. You're framing all the assertions, defining the parameters.

Speaker: What would you suggest?

George Bailey: Get some Chinese women in here. Let it be multi-cultural, get some pluralism into it.

S. Katz: The historical paradigm is one of the repression. We're talking about the language of power. It is human nature to want to taxonimize, methodoligize, etc. I feel a conflict because I know that's the way we're going to go. I don't want it to be exclusive.

Felores Johnson: Don't see this as exclusive. I see it as something new that will emerge and become inclusive, include class, status, other disciplines, etc.

Speaker: It would help me if we could get a map of the territory. Also profit from what people in here have been reading.

Peter: Don't want to make this sound too adversarial. It's hard to get an article published in a refereed journal. Journals are looking for something not different. Editors are looking for books that are different. I suggest writing for unrefereed journals and books.

Kris: I looked at expressive writing, how writers tend to present text. Looked at students' journals but RTE rejected my manuscript. They said it wasn't legitimate research. "Soft science" is not replicable.

Sarah: RTE's rejected a lot of fine articles (of qualitative research) that have been published elsewhere. Something funny going on there.

Speaker: I had an article accepted by Journal of Basic Writing. Had to go back and define voice, but reviewers still said I hadn't defined it. Many editors of journals are suspicious if they can't recognize what they're used to.

Steve: Problem of the paradigm is that it is exclusive.

Anne Mullin: I don't want us to lose the idea of task force. Maybe we should go out and find other people and sign them up for diversity.

Sandra Burkett: I hope we don't depend on getting published in the right journals in order to validate what we're doing. We may have to create a new mythos. I don't want us to think we have to quantify etc. We know there's power and rightness in what we're doing.

Wrap up

Alice: We are cognitive beings but we're also more. It is a good idea to talk with people who have different experiences (cognitive primarily) and learn from them and teach them something perhaps. It is too soon to carve out a paradigm. We're too new, still on the edge, trying to feel our way, groping. We don't yet have the language or the tools.

Dick: We'd like to have everyone involved who'd like to be. We welcome your suggestions, format, direction, what to include and exclude.

Gabriele: Practical and pragmatic techniques needed for our students. "We know more than we can tell discursively."
(Polanyi)

Classroom Activity:

- (1) Read poem or passage. Enjoy.
- (2) Read again. Write (cluster) words.
- (3) 2-1/2 minutes to recreate what they've heard.
i.e. write, generate own pattern.

Poem - Mother to Daughter, "For My Daughter."